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ABSTRACT

The book is intended to help educators become leaders in encouraging interagency cooperation and other community efforts to prevent child abuse. The first chapter discusses the school's role. Subsections consider: actions after reporting, communication with child protective services, sharing concerns, communication with parents, and education for prevention. The second chapter notes the teacher's additional roles of observer, listener, home visitor, reporter, and advocate. The next chapter looks at classroom strategies for child abuse education including bibliotherapy (preparation, implementation, book sharing ideas, related art activities); and building self-concept through a variety of classroom activities. The fourth chapter focuses on the maltreated adolescent with sections on failure to report adolescent maltreatment cases, onset of maltreatment, activities with adolescents, and topics for discussion. The final chapter considers child disclosure with simple suggestions for teachers such as "be calm," "believe the child, and "stress that it is not the child's fault." An appendix provides descriptions of 14 children's books, references to 13 others, as well as 7 bibliographies for locating other books. Also described are 18 books focusing on prevention and five audiovisual materials for children. The second appendix includes descriptions or references for 17 books or audiovisual materials for educators. (DB)

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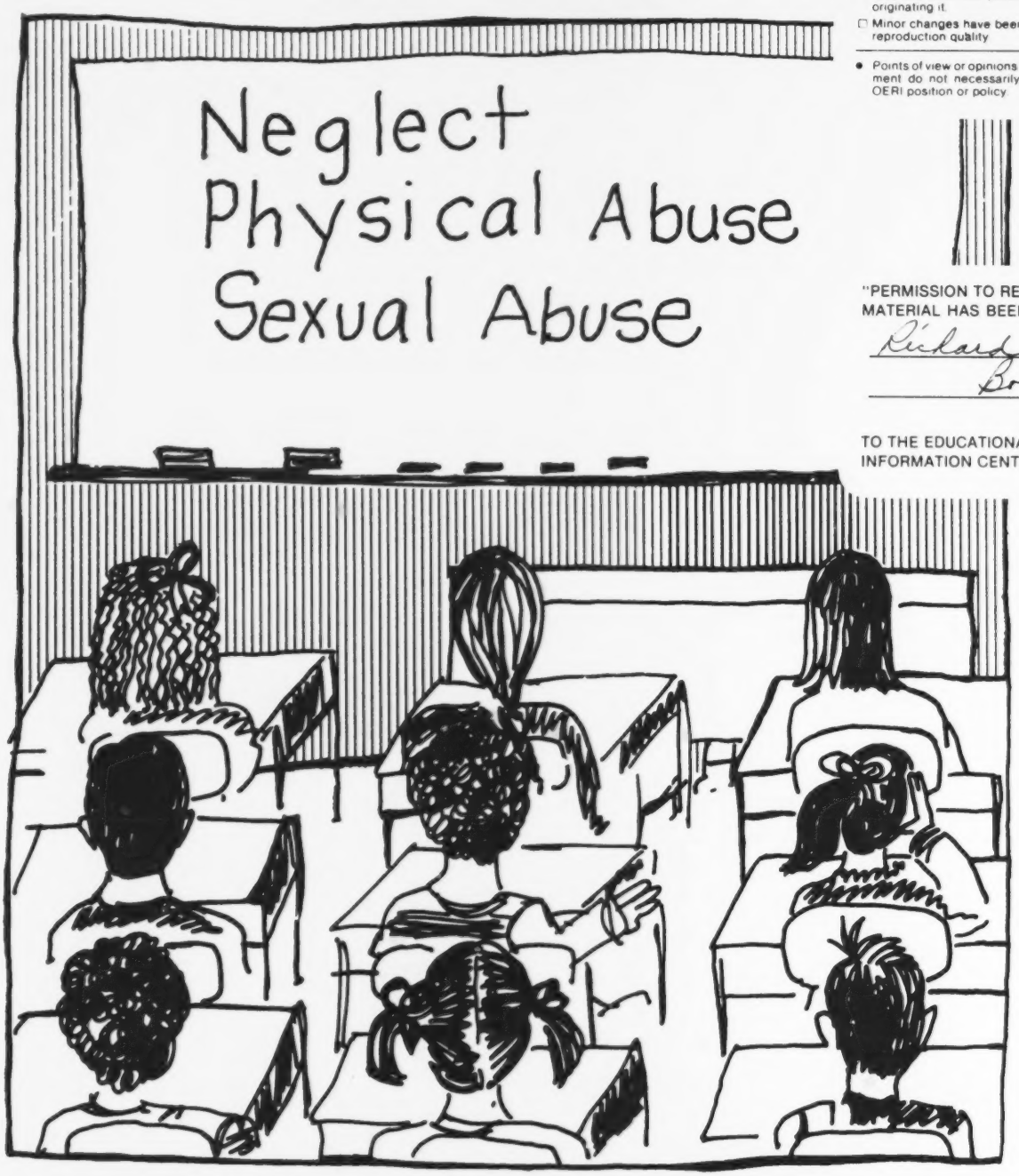

Child Abuse Education for the Classroom

WHAT'S A TEACHER TO DO?

Child Abuse Education For The Classroom

by Lorraine M. Wolverton

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Foreword

As our national commitment to preventing child abuse and neglect has grown, so has the involvement of educators and the educational system. Inservice training, school reporting policies, and prevention programs are now in place in many school districts around the country. And yet, in many areas little has been done to address this national tragedy.

In ESCAPE's previous publication, *Preventing Child Abuse in the Harvest: A Handbook for Migrant Educators*, many avenues for taking action were suggested. Building upon that, this companion volume is designed to help you take action right in your classroom. It provides you with ways to educate children about maltreatment through creative activities which also improve basic skills.

This is a unique resource in several respects. Its focus is not on teaching children specific "Say NO!" sorts of prevention techniques – many excellent resources are available with that emphasis. Rather, it addresses the larger issues which relate to child abuse and neglect such as "What does it feel like to be abused?" "How could I help a friend with a problem?" It does not prescribe a highly structured curriculum but rather provides you with guidelines and ideas which you may adapt for your teaching style and for the "personality" of your class.

What's a Teacher to Do? will also help you to deal with the maltreated child in your classroom. Too often, the child's suffering is overlooked as adults struggle with the legal aspects of the case or when professionals from different agencies become embroiled in interagency disputes. You can be the person who remembers that there is a child in pain, and who creates a warm and loving classroom environment which helps to soothe and comfort.

Because child abuse is not simply a classroom matter, but a community concern – the first chapter discusses the school's role and how education professionals can be leaders in community prevention efforts and in encouraging interagency cooperation – a "must" when dealing with this multifacted problem.

Share this book with colleagues and work together to make your classroom and school a place of action. The children will thank you.

Rebekah Dorman
Editor and ESCAPE Project Specialist

Preface

On my first day of teaching, I stood in front of 34 wide-eyed first graders trying to act like I knew all the answers. In reality I was overwhelmed by the huge responsibility I had been given – to teach these eager minds to read, to add and subtract, to think critically, to write letters, words, sentences, and then stories. And, most of all, to love learning. I felt their great sense of trust, their confidence in my ability, and their enthusiasm. I took a deep breath, quickly reviewed four years of methods courses, and said, "Good morning, children."

Before the year was over I did teach them a lot, but they taught me much more. They taught me that all problems are not math

problems and that all stories don't have happy endings. They also taught me that I had to consider the whole child: his family, his environment, and his feelings. Before the year was over I had come to know Robert, Sara and Reed. They taught me that even at six one may have suffered great pain – emotional and physical.

First there was Robert – the quiet one. Robert wouldn't talk, he could but he wouldn't. Day after day I tried all the textbook approaches but nothing worked. I could see reactions in his eyes but he seemed to be afraid to risk putting these feelings and thoughts into words. The closest we came to words during those early months came during a science lesson when I brushed Robert's tattered sweater with a branch to show how seeds could travel. He giggled! What a beautiful sound! During a parent conference I expressed my frustration and concern to his mother. "I'm not surprised" she said, "He's too stupid to have anything to say." Poor Robert, this was probably only a sampling of the emotional abuse and neglect he was receiving at home.

Perky little Sara had been having a good year until things began to go wrong at home. Her dad left and her mother had great difficulty handling his departure and the many problems it precipitated. Sara's family trauma was discovered when her mother inflicted her with burns from an iron.

Reed couldn't learn or maybe wouldn't take the risk of failure that learning presented. He always seemed so angry and regularly picked fights with his classmates. One day when I turned my back after telling him I expected him to complete the task I had assigned, he hit me with a chair. His father's response to the principal's phone call was, "This time I'll beat some sense into that kid." No wonder Reed was angry.

What's a teacher to do? Sometimes the tasks of teaching, record keeping, and problem solving seem to fill every available minute. Reaching out to the maltreated child may seem one task too many but the need for your involvement is great. The National Study of the Incidence and Severity of Child Abuse and Neglect revealed that public schools stand out as the most important source of information about all forms of maltreatment. The prominence of schools as a reporting source should not be surprising as nearly all children from five to seventeen years of age are in school. The teacher's daily contact with students allows for observation of physical signs, behavioral changes, and other indicators of maltreatment. And yet just reporting is not enough, although it fulfills the educator's legal responsibility

So, what's a teacher to do? As an educator you have the opportunity to make a real difference: to teach an understanding of child abuse and neglect, deal with its effects on the maltreated child and provide strategies for its prevention. As the following chapters will show, this subject can be incorporated into numerous areas of the curriculum through positive, creative and thought-provoking activities that will educate and protect the children you teach.

These pages are written for the Saras, Roberts and Reeds in our lives, with the hope that the help they need will be there for them.

Lorraine M. Wolverton
Educator

School personnel are required by law in every state to report their suspicions of maltreatment to authorities, but is that really enough? What is the school's role in dealing with child abuse and neglect? Educators are beginning to realize that simply reporting cases is not enough – if child abuse and neglect is to be prevented on a large scale, and if the millions of children who have experienced maltreatment are to receive help so they do not grow up to inflict the same damage on their children.

Because the law's mandate is limited to reporting suspected cases of maltreatment, the school's involvement usually does stop after the report is made. Many administrators and teachers wonder what else can be done, or whether it is their responsibility to do anything at all.

School personnel may feel that it is up to child protective services (CPS) to handle the case once they are made aware of it. But although the child protective worker is responsible for the investigation and management of the case, the school's role should not be over once the report is made. If the child continues to attend that school, the case is clearly not "over" for the school personnel who come into contact with that student. The child is still affected by the maltreatment and the school can play a very critical role in providing help to the child.

And yet, schools are being called upon to do so much these days. Many staff may already feel burdened by responsibilities that are peripheral to teaching. Why should educators take a leadership role in preventing child abuse and bring child abuse education to the classroom? The reasons are clear and compelling:

- **Maltreatment affects the emotional, social and academic life of children.**

- **The physical and emotional pain of abuse must be stopped.**

- **Maltreated children may grow into disturbed and destructive adults. Criminal activity and violent behavior are the costly consequences for the society which does not address the child victim's pain.**

- **Educators have a strong sense of commitment to the children they teach.**

Educators, perhaps more than any other group, witness the impact of maltreatment on children. Seeing the children on a daily basis, one may observe how maltreatment takes its toll on academic performance and on the human spirit.

Beyond Reporting

All schools should have a child abuse and neglect reporting policy in place which clearly specifies reporting procedures mandated by law, and those additional procedures which are relevant to the school's handling of cases, i.e. school staff to notify when making a report, school medical staff to consult regarding the child's injuries, etc. All school employees should have a copy of that policy and understand it. Inservice training should be provided to explain the policy as well as indicators of maltreatment. (For detailed information about the development of school policies, consult *Preventing Child Abuse in the Harvest: A Handbook for Migrant Educators.*)

A truly comprehensive policy will include procedures to follow after the report is made. First, it should instruct reporters to make an effort to learn the outcome of the investigation and whether the report was determined to be "founded" (i.e. the evidence indicated that maltreatment had occurred.) If the case is founded a number of questions need to be addressed so that the child's future educational plan can be determined:

- **Will the child remain in the school district?**
- **Will the child remain in the home?**
- **Should the child receive special counseling services?**
- **Are there medical/physical needs that require the nurse's involvement?**
- **Will the child need remedial educational support?**
- **Should the school be involved in any parent meeting or support?**
- **What other agencies will work with this child?**

Communicating with CPS

Educators who have made reports sometimes feel frustrated because they receive little or no feedback on the results of the investigation. Two factors contribute to poor communication and even, at times, an adversarial relationship between schools and child protective services. School staff may not be aware that child protective workers are not required to provide information to reporters and, in fact, are restricted by law in their ability to discuss the case in order to protect the privacy of the family and maintain confidentiality. At the same time, child protective workers may not realize and take advantage of educators' knowledge of the child or the services which can be offered to the child through the school system. Improved communication can make the job of both child protective and school professionals easier and result in better management of the case.

There are some limitations on what the CPS worker can discuss regarding the case, however, the law was not intended to preclude professionals from sharing information to assist in the management of the case and obtaining help for the child. Such sharing of information is much more likely if there is a formal interagency agreement or a positive informal relationship. With such a relationship in place, reporting, investigation, and follow-up of the case will be conducted in a positive atmosphere and all involved will benefit greatly – especially the child.

Establishing and maintaining a cooperative relationship with child protective workers can be done through the following avenues:

- **Participation of child protective service personnel in the formulation of a school district reporting policy.**
- **Periodic meetings between school and child protective officials to discuss areas of success and concern.**
- **Involvement of child protective personnel as part of the training team for school in-service workshops and for programs done at parent meetings.**
- **Placement of school representatives**

on the local child abuse task force and/or multidisciplinary team which handles the treatment plan for maltreated children and their families. These teams increase the exchange of information and coordinate delivery of services to the child.

Sharing Concerns

Sometimes the concern and frustration experienced by educators toward the child protection system is valid. The child, rather than the perpetrator, may have been removed from the home, or there may be no apparent change in the home situation at all despite the fact that the case was deemed founded. The child protection system is not perfect. In fact, the child protective worker may be experiencing the very same frustrations with the case and with the system that the educator is feeling. In many instances, misunderstandings would be eliminated if more was known about the CPS system and if the lines of communication were opened. A positive relationship between the education and child protection systems will allow frustrations and concerns to be aired by professionals from both systems and will minimize stress arising from interagency conflicts.

Communicating with Parents

The most positive relationship schools and parents can have is to jointly work for a child's optimum development. Because child abuse has the potential to be a volatile issue, schools should educate parents regarding the legal responsibilities of school personnel to report suspected cases, and inform them of their procedures for doing so. This should occur at the beginning of each school year and can be done through presentations at parent meetings, school open houses, school newsletters or a note sent home.

Communicating with parents, however, should go beyond simply informing them of reporting procedures and include offering parents the chance to understand the problem and to get involved in programs within the school. A forum for parents and teachers could be presented with speakers from child protective services and other community agencies. The school can offer information about parent support groups in the community and other information about human services. This approach makes it clear to parents that the school is serious about its responsibilities to report maltreatment, but is also supportive of parents and recognizes the difficult task of caring for and nurturing children. Given the opportunity, some parents may volunteer to work with school personnel or on their own to develop programs for students and parents. The groundwork is also laid for constructive dialogue and action when a suspected case is reported.

A shining example of a successful parent-school partnership for preventing child abuse is displayed in the film, *I Still Can't Say It.* (Information on how to obtain this film is provided in Appendix B.) This documentary shows a successful district-wide initiative underway in a school district in New York City. Administrators, teachers, parents, and community members are all involved in the development and implementation of programs for parents and children. It is an excellent example of what can be done when a decision is made to utilize the school as a focal point for prevention programming in the community.

Education for Prevention

Educating children is one road to prevention. A number of states now mandate a prevention curriculum within the schools – either by legislation or state policy. In some districts, a curriculum has been instituted locally, sparked by community interest and concern.

Many curriculums have been developed for use within schools to teach children about child abuse and neglect and to give them specific techniques about how to protect themselves, particularly from sexual maltreatment. (Some of these curriculums are listed in Appendix A.)

The information presented in this book is meant to complement that sort of a curriculum. In these pages are ideas to help students understand what maltreatment does to children and activities designed to build up students' self-esteem and provide them with an example of how people should treat each other. This is particularly important for the maltreated child in the classroom.

For years teachers have been one of the best sources of reports of child abuse to child protection authorities. Educators now recognize that just reporting is not enough, they can play an important role in the prevention of this all too prevalent problem.

Child abuse is a complex problem and its prevention requires action on many fronts. There are many roles for the teacher to play in coping with the problem of child abuse and neglect in the classroom. This book focuses on your role as teacher, however, you should also be aware of your legal responsibilities and of the other ways in which you can help, briefly outlined below. More in-depth information on these topics, as well as an overview of the problem, can be found in the companion volume to this piece, *Preventing Child Abuse in the Harvest: A Handbook for Migrant Educators*. It is essential that you educate yourself before you attempt to educate others.

Roles

• **Observer:** Be aware of the physical signs of abuse and neglect; maltreatment, behavioral changes and changes in relationships with peers. Sometimes it is hard to determine what is different or out of place. Just remember - if it doesn't seem right, it usually isn't.

• **Listener:** Listen to what children are saying. They may speak directly to you or they may tell a friend that there is something wrong in their lives. They may also speak through play, through their writing, or through their reaction to books they have read.

• **Home Visitor:** Knowledge of the child's home environment is invaluable in assessing the child's educational needs. Additionally, this understanding will help you put what you observe and hear in the proper perspective. Changes in the home may easily explain the changes in the child's behavior. Although you may not need to visit the home, do try to find out what is happening in the family. Should an abusive or neglectful situation be indicated, the background you have on the family can be useful in determining supportive services, avenues of communication, and possible causes.

• **Reporter:** On occasion your observations of the child and/or the home environment may lead you to suspect child maltreatment. As a teacher, you are a mandated reporter and should follow the policy of your school district and the procedures of your state in reporting your suspicions. If you are not familiar with your state law, obtain a copy and read it without delay. There are penalties cited for failing to make a report. Remember that by reporting you are taking the first steps in rebuilding a family and ending a child's suffering.

• **Advocate:** The focus of the child protective system is to protect the child from maltreatment so its priority is to provide services to the parents so that they will stop maltreating. Often the child victim receives little or no help since the resources of the system are limited. The educational system, on the other hand, has a number of resources which can help the child. Try to obtain counseling for the child. If the child's behavior is aberrant, consider referring him to the Committee on Special Education – maltreated children are children with special needs.

If the child's needs exceed what the school has to offer, perhaps there is a resource in the community which could help. Get to know the human service agencies in your area and what services they have to offer. Remember, child abuse prevention and treatment is a community issue and not simply CPS's responsibility or the school's. Connect yourself with others and you will find colleagues and friends who share your concern. Together, you will be make your community a safer place for children.

Above all, don't ignore the fact that the child has been maltreated. Frequently, the reaction to a proven case of maltreatment is, "It's over. Just let him forget it." No one simply forgets abuse of any kind. Someone has said to this child in the cruelest way, "I don't love you. You are not worthwhile." As an advocate you can make the difference in that child's life and demonstrate that there are adults who care and that he is worthwhile.

• **Teacher:** There is a great need to teach all children the dynamics of child maltreatment. Child abuse advocates are gratified that television, radio, and the print media are addressing the issue. However, children are being bombarded with this information and educators must be sure that all youngsters understand what this information means. You can play a vital role in answering questions and explaining misunderstandings. Some children may be unnecessarily alarmed and others may be fearful to disclose maltreatment.

What is a teacher to do? You can:

• **Promote an accepting environment in your classroom.**

• **Be warm and loving.**

• **Create an individualized program for the maltreated child.**

• **Give the maltreated child additional attention whenever possible.**

• **Create classroom activities that focus on the issue of child abuse.**

• **Making A Difference:** You became a teacher because you genuinely enjoy children and want to be a positive force in their lives. By fulfilling the roles described above, you have the opportunity to make a significant difference in the lives of children. You could be the person to give them the information to prevent an incident of maltreatment or which encourages them to tell someone about it and stop it from continuing. You could help a child who is in pain.

In the following pages you will find the information you need to meet this challenge and bring child abuse education into your classroom.

Bringing child abuse education into the classroom can accomplish five major goals:

- **Provide support to the child who has suffered some form of maltreatment in order to lessen its devastating effects.**
- **Teach children prevention strategies.**
- **Teach all children to accept those who have special problems.**
- **Improve the self-concepts of the children in your class.**
- **Encourage the maltreated child to confide in an adult regarding the abuse or neglect.**

Additionally, the educational activities suggested in the following pages are creative, stimulating ways to communicate concepts and teach the basic skill areas required by most school curriculums. These suggestions are also adaptable to many topics and issues that come up in today's "thinking" classroom.

Reading for Understanding

To be able to read is to be free. Through reading; comfort, knowledge, and excitement are at hand. The right book can trigger enthusiastic discussion; bring about new understandings; and be the catalyst for creative activities. Sometimes you may know that a child is, or has been, in an abusive situation. Reading about others who have endured a similar experience can help a child deal with his own thoughts and emotions. Should such a situation become public, the other children in the class will be curious and may even feel uneasy around the maltreated child. Through literature your students can gain some understanding and empathy regarding the experience of maltreated children which may help them respond more positively to their classmate.

Bibliotherapy

The technique of bibliotherapy[1] offers much to the teacher, counselor or parent who is working with an abused child or who simply wants to educate children about the problem.

Reading can help the child release pent-up emotions and confront the pain. For the maltreated child, realizing that others have suffered in much the same way will reduce feelings of isolation and shame.

You think your pain and your heartache are unprecedented in the history of the world, but then you read. It was books that taught me that the things that tormented me most were the very things that connected me with all the people who were alive, or had ever been alive.

James Baldwin
Novelist

What is bibliotherapy? Here are two definitions:

... guidance through reading, helping students find books to help solve a personal problem, develop life skills, improve self-concept and enhance personal growth.

... a process of dynamic interaction between the personality of the reader and the literature. Such interaction may be utilized for personality assessment, adjustment and growth.[2]

Bibliotherapy can be used to help children cope with existing problems but need not be restricted solely to the times when problems surface. It can be used preventively to address the problems common to all children at various stages of their development. Such problems as starting school, moving, family conflict, teasing, and dating are just a few that come to mind. When utilized by the classroom teacher, bibliotherapy is not therapy for deep-seated psychological problems. Teachers and others using this technique must realize when a situation is beyond them and find the appropriate support services. The main qualifications for using books to help children are an interest in and a concern for children and a willingness to become familiar with children's literature. Teachers will find they gain as much from this experience as children.

The Process of Bibliotherapy

To make the greatest impact with books that have been chosen to meet a particular need, the teacher should follow a series of specific steps. At first this may seem arduous, but as you become accustomed to the process you will realize that it results in greater student enjoyment and involvement as well as increased comprehension.

In their pamphlet, *Bibliotherapy: The Right Book at the Right Time,*[3] Claudia and Charles Cornett identify these steps. Some suggestions have been added after each step to give you additional guidance.

[1] Claudia and Charles Cornett, Bibliotherapy:The Right Book at the Right Time.(Bloomington, IN: Phi Kappa Delta Education Foundation,1980.) p.1

[2] Ob.Sid.

[3] ibid.

Preparation

1. Identify student needs: through observation, conferences, art projects and poetry.

2. Match students with appropriate needs. Consider the child's reading level and interest level. Does the theme suit the present needs of the child? Can this child identity with the setting of the story? Does the plot involve creative problem solving?

3. Decide the setting, time, introductory and follow-up activities to be used. Just giving a child a book and saying "read this" will not get the desired result. Spend some time with the child before, during, and after reading. Suggestions for follow-up activities may be found in the following section entitled, "Creative Book Sharing Ideas."

Implementation

1. Motivate students with introductory activities: create a positive atmosphere.

2. Provide the reading/listening/ reviewing experience: Be sure the book is one the child can keep for as long as he needs it. Sometimes videotapes, poems, films and/or records can achieve the same results.

3. Allow incubation time: while follow-up and discussion should take place shortly after the book has been read. Be sure the child does not feel rushed.

4. Follow-up: Help the child incorporate what he has read into his own thinking. Creative discussion is often hard to achieve so be ready with questions that guide the discussion such as "Tell me what this story is

about?" or "What would you have done if you were this person?

5. Evaluate: Consider what has been achieved, what the child thinks he's learned, and what should be done next.
Using fiction to teach about child maltreatment allows students to examine a delicate problem from a safe distance. It gives them an opportunity to examine solutions and react to them, perhaps agreeing, perhaps not. At the very least, bibliotherapy arouses interest in books, and at the very most, may help a child come to terms with a problem.

Creative Book Sharing Ideas

Have you ever read a book that you hated to see end? If you could just get to know the characters better; if there was only one more chapter; if you could share some of your experiences with that interesting person. These activities allow the student to fulfill all of those wishes and more. Additionally, many skill areas are put to use in creative ways that can be adopted for varying levels of ability.

1. Pretend to be a character in a story you have read. Write or tell what the character is like. Write a letter to Ann Landers about your problem.

2. Write a letter to the main character in the story, sharing your reaction to something the character did.

3. Did you like the ending of the story? Write another one.

4. Tell about your family. Who in your family do you turn to when you have problems. How is your family like families you have read about? How is it different?

5. Write a description of a character in the book. See if the class can guess who it is.

6. Create questionnaires. What do you like about school? How would you change it? Use your questionnaire to survey your friends.

7. Write a description of a character you've read about that you would like to have as a friend and tell why.

8. Write a riddle about a story others have read, too; let them try to guess which story it is.

9. Write new appropriate titles for the story.

10. Write a diary of the main character showing the story from his point of view.

11. Write a sequel to the story.

Art Activities

1. Draw a picture of a person, the scene, the event that you liked the best.

2. Make a poster to advertise the story.

3. Pretend that you have been hired to make a cover or book jacket for the story. Design one that shows what the book is about.

4. Illustrate pages that have no illustration.

5. Draw a cartoon or comic strip that shows the sequence of events.

6. Make a mobile of the characters in the story.

7. Make stick or hand puppets that illustrate the characters in the story. Role-play scenes in the story or make up new situations for the characters.

8. Make a class bulletin board illustrating a situation or place.

9. Draw a map showing where the story happened.

Activities for Older Students

1. After reading a particular book, decide what services could help this family. Interview people who work in these fields. What services do they offer? Who can get these services? What training do you need for this job? Transcribe the interviews so they can be shared with the rest of the class for discussion. Compile the written interview summaries in a book.

2. Have students write stories of their own families from the "Roots"/Foxfire approach. Explore the family history to make comparisons of how changing times affect family practices. The changes in parent-child relationships through the generations can be one of the focuses. Compile the histories into a book for sharing.

3. After your class has read about a case of child maltreatment you can have them follow it from reporting to conclusion. This would introduce them to the social services system and the legal system. Do they agree with the outcome?

4. Have students collect articles about maltreatment and discuss what seems to be the cause. This would assume you have shown films or presented other material to provide the background material they would need.

5. Have your students read *Big Deal Baby* (See Appendix A.) Stop at various points in the story and have them discuss what they would do.

The important characteristic of all these activities is that the student's opinions, background, and interests will determine their direction and outcome. Each activity can be the basis for continuing investigation and interaction between student and ideas.

In Appendix A, *Resources for the Classroom,* the reader will find many books to be used with children to explore the issue of child maltreatment. Discussion, coupled with creative activities, will make this an enriching experience for children and teachers.

Self-Concept Building

One of the primary characteristics shared by the abusive parent and the abused child is low self-esteem. Over and over again abused children comment: "This wouldn't have happened if I had been good," or "I'm dumb" or ugly or slow or a problem. Such feelings prevent a child from reaching out to the world, learning new concepts, making new friends or simply liking himself.

An individual's self-concept is a learned behavior, something which develops over time. It is greatly affected by the environment in which we function and determines how we feel about ourselves and others; the kind of job and friends we choose; the way we think and learn; and, the kind of adult and parent we will become.

Poor self-concept leads a child to expect failure, experience difficulty making decisions, and hesitate to express feelings or opinions. In short, it casts a gloomy shadow over all aspects of the child's life. Sometimes the child is verbally and physically aggressive or acts withdrawn and timid. Such a child does not inspire friendship or positive reactions from other children or from adults, thereby reinforcing the negative self-concept.

Fortunately, research shows that self-concept can be improved. Having one adult show sincere interest and concern has been the crucial factor for many maltreated children who have "made it." The educator can be this "significant other" that changes this important personality component for the better. Your attitude and classroom environment set the stage for how all your students feel about themselves and their peers. Remember to be positive – it's contagious! Send children notes or cards that congratulate them on work well done, a birthday, a sports success, attendance improvement, returning after an illness, for a good deed, and any other notable achievement or activity. Be sincere. Children are quick to recognize the insincere statement or act. If you are genuinely interested and care for the children in your classroom they will feel good about themselves and attempt to share these feelings with others.

It is equally important to realize that we all can't be happy and positive every day. Children need to be given avenues for expressing anxiety, fear, anger, and pain and need to know that these emotions are acceptable.

There are endless activities to improve the self-concept of children of all ages. The ideas listed here are only a beginning, you will think of many more. Remember that you are trying to help children have positive feelings about themselves and their potential to be successful individuals. The following activities are intended primarily for use in the elementary classroom, though some may be adapted for use with older children. You should be sure that activities you give to a child are appropriate and will provide the chance for him to shine.

Self-Concept Activities

• **Star of the Week:** Put a picture of a child in the center of a bulletin board and have everyone write something supportive about the "star". Put up that child's best work. At the end of the week, put the picture and the writings in booklet form and send it home with the child.

After you have done this for a few weeks, you will find that you and the children in your class are looking for positive qualities of all class members and making less of each other's faults.

• **Pat on the Back:** Cut out hand shapes. A child prints another child's name on the palm and writes five positive descriptive words on the fingers. Then the hand is delivered to the child whose name is written on the palm. This activity often points out to students positive characteristics about themselves of which they were unaware.

• **"Me" Collage:**
Children find pictures and words that tell about themselves, then paste them on a sheet of paper or on a tracing of their bodies. To appreciate themselves, children need to be aware of their own characteristics and

preferences. They need to know it is okay to like different things than their peers, to look different and to react differently to similar situations.

• **Turn Over A New Leaf:** To begin the new year, week, or month each child gets to think about the changes they would like to make in themselves. It may be new things they would like to learn, or something they would like to do for someone else. Ideas are written on a leaf shape and attached to the branch of a tree stuck in a pail of sand.

Try to help children choose one of their ideas to actively pursue. More than one child may choose the same activity and you can encourage them to work together.

• **Make Birthdays Special:** Be sure to put each student's birthday on the class calendar. Plan a monthly celebration for all the students who have birthdays during the month. Design unique birthday cards that stress each student's special qualities.

• **It Makes Me Smile:** Put a big smiley face in the middle of a bulletin board and have children put smiley faces around it on which they have written or made something that makes them smile.

• **Family History:** Learning more about one's family is often a great self-concept builder. Even for the family that is having problems, looking positively at the family's history can generate greater family interaction. For younger children this activity can be carried out through the "Me Book" approach and for older students the "Roots"/ Foxfire history approach can be used. Tape recording interviews, researching genealogy, and creating albums of photographs all are possible.

• **Concept Circle:** A basic component of positive self-concept growth is getting in touch with feelings. Michelle and Craig Borba have written two excellent books on self-esteem (See bibliography at the end of this chapter). A technique they recommend for expressing feeling is the Concept Circle, a time when children focus their attention, thoughts, and activities on one specific concept. Comments must be friendly and true. Just a few of the topics that lend themselves to this discussion model are:

I'm happiest when ...
I feel so mad inside when ...
I get angry at my parents when ...
I wish I could ...
The best thing about school is ...
The best thing about home is ...
The hardest thing for me to do is ...
Right now I feel ...

The possibilities are endless and with practice this can be an extremely successful way to help children and teenagers realize that everyone isn't always happy and we all have acceptable negative feelings.

• **Problem Wall:** The natural outgrowth of the above activities is to address what to do about negative feelings. A "problem wall" is a popular approach. Write a particular problem in the center of a large sheet of paper such as: Kids I have always been friends with won't let me sit with them at lunch time anymore. What should I do? Give students plenty of time to respond, even several days isn't too long. Discuss the responses. Difficult situations your students are actually dealing with can be addressed this way.

• **Keeping A Diary:** Expressing feelings in this manner helps students to analyze how and why they feel the way they do. These writings should only be read at the student's request.

• **The Coat of Arms:** Each student makes a shield divided into 4 or 6 parts. Each section is labeled such as my family, things I love, things I hate, things that make me sad, things that make me happy. The student then draws something to express his feelings in each of the parts of the shield. This is a great self-awareness activity and you can vary the topics for the shield to suit your needs.

• **Preference Lists:** Students love to make lists of all kinds of things! For instance, things I love to do alone, with a friend, with my family; my favorite foods; ways to spend $1000 and on and on. Have students share lists so they can get to know each other better.

• **Trip to the Future:** Another great topic for discussion, especially with high school students, is "Where will you be in ten years?" What will your life be like? This helps students begin to think about the future and provides a natural entry into career education, parenting education and marriage. Enough could come out of this activity to keep a teacher going for a year.

Preparation for Life

These activities will help you to better understand your students; help them to relate to one another in more positive ways; and build stronger, happier people. You will be instrumental in preparing your students for a more productive life.

Bibliography on Self-Concept Activities

Here are some excellent sources for additional self-concept activities for students of all ages.

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The Maltreated Adolescent: A Special Case

Chapter 4

Much attention is paid to the abuse and neglect of the young child who is often defenseless and cannot reach out to those who could protect him. However, an equally serious problem exists at the other end of the spectrum of childhood – adolescence. A recent study estimated that half of the 650,000 children abused and neglected annually are twelve years of age or older. Furthermore, three-quarters of these adolescents are never reported or referred to a child protective services agency for help.[1]

Why do so many adolescent maltreatment cases go unreported? Several factors are probably at work. First, it may be that teenage victims are adept at hiding the indicators of maltreatment because they are embarassed by their home life. Adolescents are extremely conscious of their "image" and don't want others to know that they are being victimized. Secondly, it may be that adults overlook the indicators of physical abuse, assuming that the teenager has been provocative and "deserved it". Our society still believes physical force is an acceptable form of punishment.

A third factor arises from adults' presumption that adolescents, particularly males, are able to protect themselves. Adults may simply not believe that a teenager would "allow" maltreatment. Yet, though they may appear to be independent and able to protect themselves, in reality, adolescents are emotionally and economically dependent upon their parents. Too often, adolescents have to take responsibility for their own safety and mental well-being though they are not considered adults in this society. Child protection statutes include children up until the age of eighteen.

Teenagers do sometimes choose one path not taken by younger children. Some run away from home to escape the pain. This dangerous "solution" is likely to lead to an even worse fate including crime, prostitution, drug abuse, and exploitation by other adults. The other option for these youths is to tell someone what is happening to them. Unfortunately, this probably happens in only a minority of cases. More often, society begins to pay attention to these troubled youth when they begin to commit crimes or exhibit other antisocial behavior.

Many maltreated adolescents do not run away or act out in dramatic ways. They suffer, but in a quiet unobtrusive manner, feeling anxious, depressed, suicidal. Eating disorders, school failure, and drug abuse, are often the self-destructive behaviors which they manifest. Some will become psychotic. Clearly, these teenagers are being devastated by the maltreatment and need adult help.

Educators can and should play a major role in ensuring the safety and the healthy development of teenagers. Teenagers need adult guidance and support and often find it easier to obtain it from someone other than a parent. The maltreated teen is in special need of a trusted adult in whom he can confide.

[1] U.S. Department of Health and Human Services, *Study Findings: National Study of the Incidence and Severity of Child Abuse.*DHHS Publication No. (OHDS) 81-30325 September 1981

Onset of Maltreatment

Maltreatment of adolescents doesn't necessarily begin in adolescence. Lourie[2] cites three patterns of abuse of adolescents:
1. The parent has been abusive since an earlier time in childhood and the abuse continues into adolescence.
2. Physical punishment increases in quality and quantity. (Slaps become battering with fists.)

3. Physical punishment and abuse are directly related to begin during adolescence.

Neglect may, likewise, have been a longstanding condition of the parent-child relationship, or may begin or become more severe in adolescence as the parent withdraws from the teenager.

The impact of the abuse or neglect upon the teenager will vary based upon the severity of the maltreatment, and its duration, along with various other factors. Maltreatment which has been inflicted continously since childhood is likely to be most injurious. The teenager's personality will have been shaped by his experience and it may be difficult for an observer to discern that certain personality characteristics are due to maltreatment. When the maltreatment begins in adolescence, there may be a change in the teenager's behavior which signals that something is different, and which will arouse the curiousity of a teacher who wonders why a good student begins to fail, or why an outgoing student becomes withdrawn.

[2]Ira S. Lourie, Family Dynamics and The Abuse of Adolescents: A Case for A Developmental Phase Specific Model of Child Abuse, *Child Abuse and Neglect*.8:967-964,1974

Activities With Adolescents

Teachers aren't immune to the provocative behavior of the adolescent but you have the resources to to cope with it. Find out more about the issue so that you will be able to effectively deal with the maltreated adolescents in your classroom. Educators need to understand the developmental issues that are affecting the student and utilize that information in designing classroom activities and developing other programs. Adolescents are fragile beings whose self-esteem is easily damaged. Praise them for a job well-done and show an interest in their activities. It might be necessary for you to create a situation where the student can be successful.

Parent programs, community forums, and courses should be available to educate adolescents, parents, and school personnel about the developmental issues faced by adolescents and the parent-adolescent relationship. Integral to the success of such programs is discussion, role-playing and constructive problem-solving which brings teachers, adolescents, and parents together. Such programs could prevent stressful situations from becoming abusive and improve the parent-teen relationship.

Consider special school programs for adolescents such as a hotline for those with problems, a rap group where they can discuss their problems, and one-to-one peer counseling. Such activities do not have to be specifically for maltreated teens but most certainly should include them.

When introducing a sensitive subject such as child maltreatment into the classroom, teachers should encourage students to express their thoughts, but help them to do it

without hurting the feelings of fellow classmates. There are no "right" or "wrong" answers for the discussion questions; differences of opinion are to be expected. Teachers may need to help students learn to listen respectfully to one another, to explain to students the difference between disagreeing with someone's opinion and "putting-down" their ideas as "stupid" or "wrong." Learning how to listen empathically – to hear the feelings behind the words is an important skill which can be taught as part of these activities.

Topics for Discussion

1. Discuss views of appropriate discipline. What about screaming, spanking, threats? How else might parents teach children right from wrong?

2. When you are a parent, how will you raise your children? Will it be the same or different from your parents? Why? This is an excellent lead-in to parent education.

3. Focus on problem-solving skills: Have you ever had a problem you felt you couldn't tell anyone about? What did you do? What else could you have done? How does it feel to talk about a problem that you've been worried about? Talk about ways that people can cope with problems or stress.

Have students role-play listening to a friend with a problem. Help them figure out where to find help. Introduce the concept of brainstorming to generate possible solutions to a problem.

4. Talk about "support systems." Discuss family and community support systems and how both help us to cope with our problems. Who are the people in your support systems (family, friends, neighbors)? What people do you feel comfortable telling a problem and why? What could you do if these people couldn't help you with your problem? What could you do if someone came to you with a problem that you couldn't help them with?

5. Talk about the difference between feelings and actions; (the two are often seen as synonymous, particularly by children from violent homes). Emphasize that feelings are not right or wrong; feelings just *are*. Actions, on the other hand, can be right or wrong. Have students list different kinds of situations young people might face, distinguishing between how a person might feel in that situation and the variety of actions he or she might take. Discuss the possible consequences and relative advantages/ disadvantages of each course of action.

Other Activities

The following list of activities is by no means exhaustive. Rather, it is intended to serve as a stimulus for further exploration of issues raised in the booklet.

1. Invite guest speakers (e.g. police officers, child protective workers, judges, parents, members of local child abuse task force) to speak to the class about their involvement with child maltreatment.

2. Encourage students to write to state and national organizations for more information on child maltreatment.

3. As a group, brainstorm problems that young people regularly face; see how many different resources students can name to help solve each problem. Practice finding help for particular kinds of problems.

4. Using the telephone book, check the white and yellow pages for listings of helping services. Where and under what listings are hot lines found?

5. Role-play using the telephone to call these services for help in an emergency situation and a personal problem situation.

6. Make a resource bulletin board listing local law enforcement, social services, and other helping agencies.

7. Invite people from these agencies to talk to the class about the kinds of services they offer young people and their families.

8. After interviewing representatives from community services have the class compile and distribute a service directory of family services. Make this available to class members and other students in the school. (Some communities have been able to raise funds from local businesses or foundations to publish a "youth yellow pages.")

9. Keep a class scrapbook of newspaper and magazine articles concerning crimes against youth and crime safety. Have students clip articles and bring them to class.

10. Listen to contemporary music for stories of family relationships and social problems. For a starter Pat Benetar's song "Hell is for Children" is about child abuse. Does the singer, have a solution to the problem? What feelings are communicated?

11. Have students write a "soap" about an abusive family. Each week add to the plot.

12. Arrange for speakers to address the class on child rearing (e.g. psychologist, pediatrician, educator, parent).

13. Invite a panel of parents to discuss "do's" and "don'ts" of child rearing, punishment, discipline, conflict resolution. Have students prepare questions for the panelists.

14. Show the film, *Don't Get Stuck There*, which presents the real life stories of maltreated teenagers. (Information on obtaining the film can be found in Appendix A.) Discuss the impact of maltreatment on these teens' lives. Have students write letters to one of the teenagers in the film pretending that the maltreated teen is a friend who has just disclosed to them.

15. Arrange for a member of the school administration (counselor, vice-principal, principal) to address the class on student home problems and the role of the school.

16. Invite a member of the staff of a local hospital to speak to the class on the medical problems and responsibilities in child abuse cases.

Meeting the Challenge

The effects of adolescent abuse and neglect are felt not only by the youth and his family, but by society as a whole. Juvenile delinquency, aggressive, violent behavior, running away and withdrawal from society have been common outcomes of maltreatment. Moreover, when these youngsters become parents, it will be more likely that they will maltreat their own children. Reaching these teenagers in high school may be the last opportunity to intervene and prevent the pain from being passed on to the next generation of children. Bringing child abuse education into the classroom may have a tremendous impact upon this generation and upon the next. It is a challenge and a responsiblity that should be seized.

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Disclosure: When a Child Shares the Pain

Chapter 5

Children now receive information about child abuse and neglect from many sources: television programs, news stories, and school programs. As a result of this information "blitz", a long-overdue message is finally getting through: "If it happens to you, tell someone! Don't keep it a secret."

Some day a child may come to you and disclose that he has been or is presently being maltreated. Perhaps it will happen because of material you present in the classroom, or perhaps it will simply be an expression of the trust that the child has in you. Sharing this secret is a sign that you are viewed as very special to this child and it is crucial that you react in a way that will provide comfort to the child and will result in assistance to the child and family. While your initial reaction may be one of rage, revulsion, even physical illness, you must convey a sense of comfort and security to the child. The manner of your reaction is of crucial importance to the child's self-esteem, and can bolster his courage to face the aftermath of this revelation.

Listening to a child's disclosure is never easy, but if you understand how to cope with the information in a manner which will bring about a signficant positive change in this child's life, it may be a bit easier. Outlined below are some suggestions for how to proceed when a child discloses to you. Every situation is different, and you should always take into consideration your knowledge of this particular child. And remember, you needn't deal with this alone. You can always find someone to help you deal with your own reactions to this very emotional situation.

DO

- **Be calm.** Try to control your own feelings and listen carefully to what the child is saying. Showing your rage or discomfort may make the child feel that he has done something wrong.

- **Find a quiet, private place to talk.** Keep in mind that the student may be hurt, in pain, fearful, or apprehensive. Remember, behind even a seemingly brash exterior may hide a frightened child. He should be made as comfortable as possible. If you are uncomfortable discussing this subject, help to arrange for the student to talk with someone else he knows and trusts. Follow-up to make sure that someone is providing the help that is needed.

- **Believe the child.** Victims rarely lie, expecially about sexual abuse. The child may have tried to tell others who wouldn't listen and now is in special need of your trust. The perpetrator may have told the child "No one will believe you". Convey to the student that you believe him and will try to help. If you doubt the child, he may stop talking about the problem.

- **Stress that it is not the child's fault.** Children often believe that they are to blame for the maltreatment. Frequently, the perpetrator tells them that they are at fault and that it wouldn't have happened if they had behaved differently. Reassure the child that he is not at fault, however, be careful not to make negative statements about parents or other perpetrator. Maltreated children have ambivalent feelings about abusive parents or relatives and may even feel protective.

• **Respect the child's privacy.** Let the student know that you will respect his confidence (that is, you won't tell other teachers or students about the abuse). Explain that you are required to report the abuse to the proper authorities.

• **Be supportive.** Assure the child that he is doing the right thing by disclosing this information. A child who divulges such painful facts is putting himself at great risk. Word your questions in a nonjudgmental, open-ended way. Let the student tell you the story in whatever manner he is most comfortable. He has given away what little control he has of this situation and entrusted you to help. Always be accepting of what the child tells you and how he tells it.

• **Be truthful**. These children need to learn to trust adults again. Never make promises that you cannot keep. Tell the child that you are required to tell the authorities whose job it is to protect children and help their parents. Explain as much as you know about what action will be taken and what is likely to happen. (You should already be knowledgeable about reporting procedures and the investigation process before a disclosure occurs.) You may not be able to answer all the student's questions about what will happen, but let him know that you will try to find the answers. Assure the student of your support and assistance throughout the process, and follow through on the assurance. Unfortunately, sometimes it seems that the child is victimized again by the child protection system. For example, it may be necessary to remove the child rather than the perpetrator from the home. If this does occur, assure the child that it is being done to protect him, not as a punishment.

• **Make a report immediately.** Don't wait until the end of the day or the week to report the case. It is imperative that you notify the proper authorities immediately for the sake of the child and to fulfill your legal responsibilities.

• **Be an advocate.** The child will continue to need your support even after a report has been made and the child protection authorities are handling the case. If the child remains in the school do your best to quell rumors and gossip. Provide a shoulder for the child to lean on. Listen to what the child has to say. You may need to advocate for school sponsored or community sponsored programs such as counseling, remediation, or support groups so that the child receives professional help.

DO NOT

• Allow the student to feel "in trouble" or "at fault" for the abuse.

• Criticize the student's choice of words or language.

• Try to be an investigator or press for answers that the student is not comfortable providing.

• Try to be a therapist. You can be a sympathetic listener and a great support to the child, but recognize your limitations in dealing with this complex, emotionally-charged situation.

• Display shock, anger, disgust or disapproval of the parents, the student, or the situation. You may feel these things, but it is unlikely to be helpful to the student to share these feelings with him.

Most children, even abused children, love their parents and feel strong loyalty to them.

• Tell the student what he is feeling. Talk with the student about how "some people" might feel in a given situation. This leaves him free to agree or to express different feelings.

Without question, listening to a child describe maltreatment can be a painful and difficult experience. Seek the support and expertise of school and community resources to help you deal with the needs of the child and with your own anguish.

Incorporating activities related to child maltreatment into your classroom activities requires planning and searching for just the right educational tool to achieve your goal. Here are some basic resources that will get you off to a good start. You'll find that one source leads to another and another. In addition to these sources, check educational materials catalogs, professional magazines, libraries, and relevant organizations for new ideas.

We are all aware of the sensitivity of the problem of abuse and neglect. It is important that you review materials before you use them with children, parents and staff. Consider these points:

- What is my goal?
- What is my plan? Don't read a book to the class or show a movie in isolation.
- Is this appropriate for the intended audience?
- Follow with thorough discussion.
- Know what procedures to follow if use of the material results in reports of maltreatment.

Children's Books on Child Abuse

The following books address the sensitive, difficult subject of child abuse and neglect with compassion and honesty. If you are considering using these books as a part of your teaching you must read them first. In addition to determining their suitability for your students, you will gain an understanding of the pain child maltreatment inflicts upon children and their parents. After reading *The Lottery Rose* and *Pinballs* you will not be able to define courage without thinking of Georgie or Carlie. The teacher in *The Bear's House* will be your model for compassion and patience. Child abuse will have a deeper meaning for you through these stories and you will find yourself listening and looking at children with new insight. Read, learn, and then share.

Armstrong, Louise. ***Saving the Big Deal Baby,*** New York: E. P. Dutton and Company, Inc., 1980.

Plot: Physical abuse by parents.
For ages 12 and up.

Robbie, age nineteen, and his young wife, Janine are the parents of fourteen month old P. J. At first they think having a baby is a "big deal" but soon life begins to get difficult. The baby keeps them awake all night causing Robbie to perform poorly at work. Janine begins to resent all the work of motherhood and is lonely. One day in the park she takes her anger and resentment out on the baby, badly bruising his arm. Marla Holt sees this and takes the time to talk to the young mother about her own problems raising her children. Through Marla; Janine and Robbie begin attending a parent self-help group.

This is a Skinny Book, part of a series designed for older readers with limited reading skills. This well-written book explores the stresses of teenage marriage which can lead to family violence. It's emphasis on the value of support groups can be a catalyst for discussion and action.

Bauer, M.D. ***Foster Child.*** New York: Seabury, 1977.

Plot: Sexual abuse by a foster father.
For ages 11-13.

Renny had been living with her great grandmother who is now too ill to care for her. She is placed in foster care with the Beck family.

Rennie soon finds she must defend herself from the sexual advances of her fanatically religious foster father. She decides she must protect a younger child, Karen, who is also with the Becks. They run away to her great-grandmother's house only to find it empty. Rennie's aunt finds them. Rennie is finally able to convince Karen's father that the Becks are not good foster parents. She then goes to live with Karen's reunited family. Sensitive handling of a sensitive issue. This book would be especially useful as part of a sexual abuse education program.

Bradbury, Bianca. ***Those Travers Kids.*** Boston: Houghton Mifflin Company, 1972.

Plot: Physical abuse by a stepfather.
For ages 12 and up.

Sixteen year old Terry Travers feels responsible for her ten year old sister Pat and her three year old brother Hugo, even though her seventeen year old brother Dan helps. Their mother, Evelyn has just married Ben, who is lazy and brutal. Their mother seems to pay no attention to the family's problems. Terry works at two jobs; Dan at one; and together they pay for a psychiatrist for Pat who seems headed for a nervous breakdown. They all fear their stepfather and know life will always be difficult and dangerous with him around. Even though they discover he has a criminal record the police can do nothing until he brutally beats Hugo for wetting the bed. Ben is put in prison and the Travers kids have some hope.

As stated in *The Bookfinder,* "this is a vivid realistic account of family disintegration – financial and emotional." The book illustrates well the children's attempts, and some successes, in using available community support services. This is a good book for classroom discussion and follow-up activities. Students will empathize, sympathize and admire the Travers kids.

Bulla, C. R. ***Benito.*** New York: Thomas Y. Crowell. 1961.

Plot: Physical abuse by an uncle.
For ages 8-10.

Benito goes to live with his uncle after his parents die. His uncle makes him live in the barn and do much of the work on the farm. Benito lives to draw but his uncle takes away his paper and crayons and tells him he is too old for such toys. If Benito doesn't please him, the uncle beats him. When the uncle becomes ill Benito must drive the crops to market. There he meets an artist who encourages him to draw and gives him crayons and paper. Benito finds out about an art contest in which the winner's art is displayed in all the schools. He enters a figure he has sculpted and it wins a place in the traveling display. A little girl writes to tell him how beautiful it is. He has hope.

Byars, Betsy. ***The Pinballs.*** New York: Harper and Row Publishers, 1977.

Plot: Neglect and physical abuse by parents.
For ages 8-12.

Three abused children are placed in foster care with the Mason family: fifteen year old Carlie – tough, afraid to care, she has been physically abused by her stepfather; Harvey, thirteen whose drunken father drove a car over both his legs; and Thomas J., an eight year old who was abandoned by his father and raised for several years by two elderly ladies. Carlie is bossy and insulting to every-

one in her foster home, while Harvey is withdrawn and Thomas J. suffers from loneliness. The Masons offer encouragement to each child and gradually the three children begin to feel like a family. The Mason home is a nurturing one and exemplifies what foster care is meant to be. Harvey becomes depressed after a visit during which his father tells him his mother has never tried to reach him and his legs later develop a serious infection. Carlie is determined to improve his physical and mental health. Mr. Mason and Thomas J. form a special bond when Mr. Mason helps Thomas J. overcome his grief over the death of the two women who cared for him. As the three children learn to let themselves trust, they share their feelings of rejection and begin to care about each other.

This is a tender story of three children who some how rise above it all and learn to love. Don't miss this one. You and your students will love it.

D'Ambrosio, Richard. ***No Language But A Cry.*** New York: Dell Publishing Co., 1971.

Plot: Physical abuse by parents.
For ages 13 and up.
(This review is taken from *The Bookfinder.*)

Infant Laura Meyers is badly burned and disfigured — the victim of child abuse. Her parents placed her in a frying pan over an open flame. Because of this atrocity, she is also rendered mute. By the time she is three, Laura is variously diagnosed as mentally retarded, schizophrenic, and autistic. She is transferred from a state mental hospital to a Catholic children's home, where she remains mute and withdrawn. But there she is loved. When she is about twelve, Laura begins regular meetings with Dr. Richard D'Ambrosio, a psychoanalyst. Months become years, and little progress is made. But during one emotion-filled session, Laura demonstrates her ability to speak, clearing the first hurdle on her way to becoming healthy. Laura develops a self-identity and feelings of self-worth. She undergoes operations to correct her posture, her appearance, and her gait. Laura is shattered by the disillusionment of meeting her father and, later, her mother. Graduating from high school, Laura leaves the children's home and begins a career in infant care.

Although the names have been changed, this compassionate and sometimes shocking book is based upon an actual case history. The description of Laura's abuse is handled with restraint, but it may greatly distress some readers. This is a poignant account of a defeated bit of humanity, who, through the love and perseverance of others, becomes a capable, worthwhile person.

Greene, Bette. ***The Summer of My German Soldier.*** New York: Dial Press, 1973.
Plot: Physical abuse by father.
For ages 12 and up.

Patty Bergen is a twelve year old, upper middle class Jewish girl living in a small Arkansas town during World War II. She is at an awkward stage – lonely, clumsy, homely, too talkative, and unable to please anyone, especially her parents. Her mother ignores Patty because she is not pretty or "ladylike" like her younger sister. Her father has a violent temper and beats Patty whenever she says or does anything he doesn't approve of – which is often. Patty longs for a friend and turns to Ruth, the Black maid, for love, affection, and advice.

That summer German prisoners are sent to a POW camp near Patty's house. When they are brought to her father's store to shop, Patty meets Anton Reiker. When Anton escapes from the prison camp, Patty hides him in the family's abandoned garage apartment. Patty and Anton spend hours talking and they become close friends. He is nearly discovered when he starts to go to Patty's aid when her father is beating her. He realizes he must leave before Patty is caught hiding him. Before he leaves he gives her his ring because she is "a person of value." After what Patty has done is discovered, she and her family are ostracized and Patty is sent to reform school.

This is a powerful, painful story of a young girl's search for the strength to survive in a bitterly unhappy family. Her parents constantly reinforce her poor self-concept and her confinement in reform school intensifies her feelings of rejection and lonliness. Patty's rejection by her parents is a painful thing to read about and readers will find only small comfort in the love Patty receives from Ruth and Anton.

Hunt, Irene. ***The Lottery Rose.*** New York: Charles Scribner's Sons, 1976.

Plot: Physical abuse by mother and her boyfriend.
For ages 11-14.

It's no wonder seven year old Georgie is having trouble in school. After being physically abused repeatedly by his alcoholic mother and her boyfriend, Georgie is fearful and distrustful of adults. His only interest is a library book about beautiful flowers which he read over and over. He is joyous when he wins a real flower, a rose bush, in a grocery store lottery. He roams the city trying to find a place to plant it and arrives home very late. He is brutally beaten and hospitalized. From the hospital he is sent to a boy's home where he finally plants his rose bush in a neighboring garden. He befriends a five year old retarded boy, Robin, and Robin's grandfather. Georgie hates Robin's mother who tried to stop him from planting his rose bush. Over the summer Georgie spends much time with Robin and his grandfather who teaches Georgie to read. When Robin wanders away to a lake and drowns, Georgie is overcome with grief and digs up his rosebush to plant on Robin's grave. In sharing their sadness over Robin's death, Georgie turns to Robin's mother and she asks if Georgie will belong to her now.

This beautiful, tender story will leave you crying, but the courage and love of this little boy will make it worthwhile. Share this with children as it has much to teach them.

Mackey, Gene and Helen Swan. ***Dear Elizabeth.*** 1983: Children's Institute of Kansas City, 9412 High Drive, Leawood, Kansas 66206.

Plot: Sexual abuse by father.
For ages 12 and up.

Dear Elizabeth is the poignant story of Brenda, a fourteen year old girl who has been sexually abused by her father since she was seven. She writes the story of her fears, feelings of worthlessness and guilt in a diary, first to her doll, Elizabeth, and later to her therapist. Brenda feels that Elizabeth is the only one who will accept her after all she has endured. The story relates her disclosure, prompted by a television program and continues through her experiences and feelings about reporting her father; dealing with

friends; and her confused feelings about herself. This excellent book gives the reader a thorough understanding of the trauma of child sexual abuse for the child and family; the value of therapy; and prevention techniques. *Dear Elizabeth* addresses this delicate issue in a straightforward, compassionate manner that is appropriate for all teenagers. It would also be a useful tool for health classes and youth groups.

O'Hanlon, Jackyln. ***Fair Game.*** New York: Laurel Leaf Books, Dell Publishing Company, 1977.

Plot: Sexual abuse by stepfather.
For ages 12 and up.

Denise Ryan is fifteen years old and lives with her mother, a younger sister and a new stepfather, Ray. Denise dislikes her stepfather and now has a reason to fear him. When she was undressed to wash, he came in the bathroom and stared at her. She is sure she is going crazy and that she may have caused this. Denise has also just discovered that her father is in a sanitarium. Her self-doubt increases, her grades fall, the home situation deteriorates, and, to make matters worse, her best friend is avoiding her. Denise then discovers her friend, Diane, is afraid to come to her house because Ray has molested her once already. Denise tries to tell her mother but Mrs. Healey won't listen. Soon Ray abuses Denise's younger sister and admits his problem to the girls' mother.

Fair Game relates the turmoil sexual abuse causes in these young girls and in the family in an accurate and compassionate manner. It clearly stresses the importance of listening to children, observing, and reacting to behavioral changes.

Roberts, Willo Davis. ***Don't Hurt Laurie.*** New York: Atheneum, 1978.

Plot: Physical abuse by mother.
For ages 10-14.

Eleven year old Laurie lives with her mother, stepfather and two stepsiblings. Her mother has been physically abusing her since she was three, inflicting burns, knife cuts, and broken bones. Laurie's mother excuses her injuries by telling neighbors and hospital personnel that Laurie is clumsy. She won't let Laurie make friends and the family moves if anyone seems suspicious. Tom, her stepbrother, is her only friend for a long time. He knows she is being beaten and urges Laurie to tell someone. She tries to tell a teacher but the teacher forgets their appointment. Laurie's stepfather is never home when she is abused and she is afraid he won't believe her if she tells. In a rage one day, Laurie's mother threatens to kill her because "she is so much like her father." Laurie is beaten unconscious by her mother and when she comes to, she and her stepbrother and sister flee to their grandmother's. To Laurie's surprise the grandmother believes her story and protects her until the stepfather comes home. Laurie's mother, who was abused as a child, receives treatment and Laurie remains at the grandmother's house where she feels safe.

Ruby, Lois. ***Arriving At A Place You Never Left.*** New York: Dell Publishing Co., 1977.

Plot: Teen problems including physical abuse of sibling.
For ages 13 and up.

Arriving at a Place You've Never Left explores six crisis situations in teenagers' lives: paren-

tal mental illness, teenage pregnancy, terminal illness, theft, discrimination, and sibling abuse leading to the murder of a parent. These are thought-provoking short stories that would make excellent discussion topics for adolescents. None of the endings are simple and pat, giving the reader much to ponder.

One story is focused on Jonah who shoots and kills his father for repeatedly abusing his younger brother. Though Jonah's mother knows of the abuse she does nothing about it. When Jonah is arrested, his mother steadfastly denies any abuse has taken place. Jonah's only supporter is his lawyer. In the end, Jonah's mother admits her husband's guilt but her relationship with her son has been destroyed. This powerful story can be used to teach about abuse and the justice system.

Sachs, Marilyn. ***The Bear's House.*** New York: Doubleday & Company, Inc. 1971.

Plot: Neglect by mother.
For ages 8-10.

Fran Ellen Smith is ten years old. She sucks her thumb and everybody says she smells bad. She is one of five children – four girls and a boy. Since their father left, their mother has stopped taking care of them and of the house. Fletcher, the oldest and only boy, is trying to keep the family together.

Fran Ellen's special time is when Miss Thompson, her teacher, lets her play with the Bear's House. Fran Ellen pretends that the Bear's House is hers and everything is nice at the house. Fran Ellen loves to take care of her baby sister and sneaks out of school at lunch and recess to check on her because her mother won't. This gets her in trouble with Miss Thompson and she can't play with the Bear's House. Miss Thompson is retiring and she is going to give the Bear's House to the child who earns it. Miss Thompson is worried about Fran Ellen and plans to visit her home. Fran Ellen manages to keep her away. But on the last day of school, much to the class's surprise, the teacher gives the Bear's House to Fran Ellen. She insists on taking her home with the precious house. There the teacher sees how bad things are for the children. She tells Fran Ellen she must report this. Fran Ellen is worried where they will go but she knows she will always have the Bear's House.

Strang, Celia. ***Foster Mary.*** New York: McGraw-Hill Book Company, 1979.

Plot: Physical abuse and life as a migrant family.
For ages 10-13.

Foster Mary is the story of an extended migrant family who come to pick apples in Yakima, Washington. "Aunt" Foster Mary and "Uncle" Alonzo have extended their family by taking in abandoned children, one of whom was physically abused by his migrant worker father. The Meekin family decided to stay in Yakima where Alonzo has gotten a permanent job as a caretaker in the orchard. Bud, the oldest child, finds school work hard as a result of having moved so much but is helped by Liz, another former migrant worker. Alonzo falls and breaks his leg, leaving Mary, Bud and the children to carry out the caretaker responsibilities.
This story of a migrant family's attempt to escape the hard migrant life offers insight into a lifestyle that is not understood by many people.

Additional Recommended Books

Ashley, Bernard. ***Break in the Sun.*** Chatham, NY: S. G. Philips, Inc. 1980.
Plot: Physical abuse by stepfather.
For ages 11 and up.

Bulla, Clyde Robert. ***Almost a Hero.*** New York: E. P. Dutton and Company, Inc. 1981.
Plot: child abuse in an institution.
For ages 11 and up.

Clymer, E. ***My Brother Stevie.*** New York: Holt, Rhinehart, & Winston. 1973.
Plot: Neglect and physical abuse by mother.
For ages 8-12.

Coolidge, Olivia. ***Come By Here.*** Boston: Houghton Mifflin Co. 1970.
Plot: Physical abuse by relatives.
For ages 11 and up.

Culin, Charlotte. ***Cages of Glass; Flowers of Time.*** NewYork: Bradbury Press, Inc. 1979.
Plot: Abuse by Mother And Grandmother
For ages 12 and Up.

Dodson, Susan. ***Have You Seen This Girl?*** Bristol, FL: Four Winds Press. 1982.
Plot: Child abuse by mother and running away.
For ages 13 and up.

Hill, Margaret. ***Turn the Page.*** Wendy Abington Press. 1981.
Plot: Abuse by foster parents.
For ages 10-14.

Johnston, Norma. ***Glory in the Flower.*** New York: Atheneum Publishers, 1974.
Plot: Physical abuse by mother.
For ages 11 and up.

Kellogg, M. ***Like the Lion's Tooth.*** New York: Farrar, Straus, Giroux, 1972.
Plot: Sexual abuse and physical abuse by father.
For ages 11 and up.

Moeri, L. ***The Girl Who Lived on the Ferris Wheel.*** New York: Avon Books, 1979.
Plot: Neglect by mother.
For ages 10-15.

Norris, Gunilla. ***Take My Walking Slow.*** New York: Atheneum Publishers, 1970.
Plot: Physical abuse by father.
For ages 10-13.

Rabe, Bernice. ***Rass.*** Nashville: Thomas as Nelson, Inc. 1973.
Plot: Physical abuse by father.
For ages 10-15.

Samuels, G. ***Run Shelley Run.*** New York: Thomas Y. Crowell, 1974. American Library 1975.
Plot: Neglect by mother; physical abuse by stepfather.
For ages 11-18.

Finding Books for Children

The list of books above is not exhaustive. Below are some additional sources to consult in order to find "just the book" for that special child.

Bernstein, J. E. *Books to Help Children Cope with Separation and Loss.* New York: R. R. Bowker, 1977.

Dreyer, S. *The Bookfinder: A Guide to Children's Literature About the Needs and Problems of Youth., Volumes I, II, and III.* American Guidance Service, Inc. (Note: Each volume reviews books from the previous few years.)

Moody, M. and Lemper, H. *Bibliotherapy Methods and Materials.* Chicago: American Library Association, 1971.

Pardeck, J. A. and Pardeck, J. T. *Young People with Problems: A Guide to Bibliotherapy.* Connecticut: Greenwood Press, 1984.

Reid, V. (Ed.). *Reading Ladders for Human Relations.* 5th Edition. Washington, D.C.: American Council on Education, 1972.

Smith, C. A. and Foat, C. *Once Upon a Mind: Using Children's Books to Nurture Self-discovery.* NCR Educational Materials Project, 111 N. Curtis Hall, Iowa State University, Ames, Iowa 50011.

Zaccaria, J. S. and Moses, H. *Facilitating Human Development: The Use of Bibliotherapy in Teaching and Counseling.* Champaign, Ill: Stipes, 1968.

Prevention Resources

Listed below are resources which are explicitly directed at the issue of child abuse and its prevention.

What's A Kid To Do About Child Abuse? by Margo Hittleman. Family Life Development Center, Cornell University, Ithaca, NY, 1986.

Order from: Media Services Distribution Center, 7 Research Park, Cornell University, Ithaca NY 14853-4401.
(607)255-2080.
Single copies $2.00
25-99 copies $1.25
100-499 copies $ .95
Additional discounts available on orders over 500.

A Better Safe Than Sorry Book by Sol and Judith Gordon. 1984. Ed-U Press, PO Box 583, Fayetteville, NY 13066.

A simple to read text that can be shared by parents and children. Lovingly detailed illustrations of real children are matched with straight forward text. The second part of the book is addressed exclusively to adults.

Feeling Safe, Feeling Strong by Susan N. Terkel and Janice E. Rench. Learner Publications Company, 241 First Ave. North, Minneapolis, MN 55401.

How to avoid sexual abuse and what to do if it happens to you. For young adolescents.

It's My Body by Lori Freeman. Parenting Press, Inc., 7750 31st Ave. NE, Seattle, WA 98115.

A book to teach young children how to resist uncomfortable touch. Recommended for 3-6 year olds. Emphasizes self-esteem.

It's O.K. To Say No! coloring book and activity book. Available at department and book stores for $1.95 each.
Both booklets are designed to alert children to the dangers of molestation and abduction.

Let's Talk About It: The Book for Children About Sexual Abuse by Michael L. Pall and Louis Streit. R & E Publishers, PO Box 2008, Saratoga, CA 1983.

This book, designed for older elementary children is effective in explaining family dynamics of child abuse.

Liking Myself by Pat Palmer, Impact Publishers, PO Box 1094, San Luis Obispo, CA 93406

Useful for introducing the concept of self-esteem.

Mouse, The Monster and Me by Pat Palmer, Impact Publishers, PO Box 1094, San Luis Obispo, CA 93406.

This book is designed to introduce children to the idea of assertiveness so essential in prevention of exploitation.

My Mom Is Always Hitting Me ... but it's not the end of the world. by Dr. Artie M. Morris-Vann. Abused children frequently suffer feelings of very low self-esteem and feel responsible for the abuse he receives. This book was written to help an abused child understand that the abuse does not result from the child's behavior, but from the adult's problems.

Aid-U Publishing Company, 17220 W. 8 Mile Rd., Bldg. B, Suite 24, Southfield, Michigan 48075.

Never Say Yes To A Stranger - What Your Child Must Know to Stay Safe. by Susan Newman, Perigee Books, The Putnam Publishing Group, 200 Madison Ave., New York, NY 10016.

Since there will always be times when your child is on his or her own, the author has gone beyond the vague and inadequate "Don't talk to strangers" warnings by teaching a child what to expect, how to spot trouble and how to react. Each of the ten chapters illustrates, through text and photographs, a different hypothetical situation.

Private Zone by Frances S. Dayee, Warner Books, Inc. 666 Fifth Ave., New York, NY 10103.

This little book is designed to help you teach your child awareness to prevent incidents and what to do if they happen. The reader can use the language to fit personal needs.

Red Flag, Green Flag People: A Coloring Book for Children by Joy Williams. Rape and Abuse Crisis Center of Fargo-Moorehead, PO Box 1655, Fargo, ND 58107.

This coloring book is designed for early elementary children and introduces the idea of good, confusing and bad touch.

Spiderman and Power Pack
This comic book, produced by Marvel Comics and the National Committee for Prevention of Child Abuse, teaches children how to protect themselves from sexual abuse and what to do if it happens.
For information about purchasing, contact: NCPCA, 332 So. Michigan Ave., Suite 1250, Chicago, Illinois 60604-4357.

Something Happened to Me by Phyllis Sweet. Mother Courage Press, 224 State St., Racine, WI 53403.

This book is designed to be used as a tool in working with a child who has been sexually abused. It can be read by or to the child and attempts to voice many of the concerns that sexually abused children have.

Take Care With Yourself by Laurie White and Stephen L. Spencer. 915 Marine, Flint, Michigan 48503.

This is a young person's guide to understanding, preventing and healing from the hurts of Child Abuse. It explains in a non-threatening, yet realistic, way how and why people hurt other people. It defines child abuse and lets young people know what they can do to stop the hurtful situation, to reach out for help and to promote their own internal healing. It is especially effective in giving the message to children that child abuse is not their fault.

Cost: $5.95.

Top Secret: Sexual Assault Information for Teenagers Only by Jennifer Fay and Bilie J. Fleichinger. King County Rape Relief, 305 South 43rd Street, Renton, WA 98055 (206) 226-5062.

This booklet answers some specific questions about sexual assault, such as who are the offenders, how to protect yourself, and what to do after a sexual assault. Teenagers respond well to the format. The stories can be role-played.

Cost: 1-9 copies; $4.00 each + postage.

Why Does It Hurt To Be You? by Patte Wheat. Parents Anonymous, 22330 Hawthorne Bldg., Suite 208, Torrance, CA 90505.

"If it hurts to be you right now, because your family is hurting, there are a few very important things you need to know." This short book helps abused children take a more objective view of parents' behavior. It also gives suggestions for getting help.

You Belong To You: A Coloring Book published by: YWCA Sexual Assault Crisis Center, 310 East Third, Flint, Michigan 48502 (313) 238-7621.

This book is designed for children 4-12 years, and in a clear and honest, yet non-threatening way, informs children that just as they have a right to their own thoughts and feelings, they also have a right to their own body. The coloring book, in a format that emphasizes health and safety, seeks to develop positive self-image in children and reduce children's vulnerability to victimization.

Films, Filmstrips, Video Cassettes for Children

Better Safe Than Sorry I
Better Safe Than Sorry II
Each of the films presents various situations in which children encounter potentially dangerous situations. I is for younger children (ages 5-8) and gives 3 specific rules for self-protection. II for ages 9-14 reviews the basic rules and presents different situations. The film is designed to be stopped at intervals for discussion.

Film Fair Communications, 10900 Ventura Boulevard, Studio City, CA.

Don't Get Stuck There
A 14 minute film about adolescent abuse. Teenagers talk about their abuse, how they feel about themselves and others, and where they found help. Includes a guide for viewing and group discussion.

Communications and Public Service, Father Flanagan's Boys' Home, Boys Town, NE 68010 Purchase: $100. Available free as a loan.

Speak Up, Say No
Teaches children how to avoid sexual abuse. The key character, Penelope Peabody Mouse, teaches children not only to be aware of strangers, but to recognize and avoid sexual abuse from trusted friends, relatives, acquaintances.

Available in filmstrip with cassette and teaching guide or videotape with teaching guide. Cost: $50 Krause House, PO Box 880, Oregon City, OR 97045.

Strong Kids, Safe Kids
A video cassette, 42 minutes. Henry Winkler, Sol Gordon and a variety of cartoon characters talk to children and parents about personal safety. The main structure of this film is "No", "Go", "Tell." Accurate names for anatomy are taught. Ed-U Press, Inc. PO Box 583, Fayetteville, NY 13066.

Who Do You Tell?
This 16 mm color film speaks directly to the common fears of children - who do you tell when you're lost? If your house catches fire? If an adult gets too close and touches you in a way you don't understand? A combination of animation and live footage of children are used to explain that every person has a support system upon which he may rely. Most useful with children seven to twelve years of age.

Available from: Motorola Teleprograms, Inc. 4825 North Scott St., Schiller Park, IL 60176 at a rental cost of $50.

Educating others is always a learning process for the teacher as well. Listed below are some resources to prepare you to deal with the topic of child abuse in your classroom.

Behanan, N. and Koblinsky, S. Child Sexual Abuse: The Educator's Role in Prevention, Detection, and Intervention, *Young Children*, September, 1984.

Broadhurst, D. *The Educator's Role in the Prevention and Treatment of Child Abuse and Neglect.* 1979. U.S. Government Printing Office. HE 23. 1210/4: Ed. 8 S/N 017-092-00043-0.

Broadhurst, D. *Educators, Schools and Child Abuse.* Chicago: National Committee for Prention of Child Abuse, 1986.

Dorman, R. (Ed.) *Preventing Child Abuse in the Harvest: A Handbook for Migrant Educators.* Ithaca: NY: ESCAPE, Family Life Development Center, Cornell University, 1985.
To obtain: Contact your state migrant education program. Also available on microfiche through ERIC , (ED 265 982.)

Fontana, V.J. *Somewhere A Child Is Crying.* New York: New American Library, 1976.

Garbarino, J. and Garbarino, A. C. *Maltreatment of Adolescents.* Chicago: National Committee for the Prevention of Child Abuse, 1982.

Lonnborg, B. *Abused Adolescents: How Schools and Educators Can Help.* Boys Town, Nebraska: Father Flanagan's Boys' Home.

Sanford, L. T. *The Silent Children: A Parent's Guide to the Prevention of Sexual Abuse.* Garden City, NY: Anchor Press/ Doubleday. 1980.

Tower, C. C. *Child Abuse and Neglect: A Teacher's Handbook for Detection, Reporting, and Classroom Management.* National Education Association, Washington, DC, 1984.

Volpe, R., Breton, M. and Mitton, J., (Eds.) *The Maltreatment of the School-Aged Child.* Boston: Lexington Books, D.C. Heath & Co. 1980.

Audiovisual Materials

I Still Can't Say It
produced by the Family Life Development Center, Cornell University.
This documentary shows a multifaceted prevention program based in a culturally diverse school district in New York City. The film is very emotional because several parents and staff disclose their personal history of maltreatment. It is an excellent film to show at a meeting to arouse support and enthusiasm for school-based prevention efforts.

Order from: Media Services Distribution Center, 7 Research Park, Cornell University, Ithaca, NY, 14850, (607) 255-2091. Available on 3/4", 1/2" and Beta video formats.
Cost: $14.00/Rental. $70/Purchase 1/2"video cassete; $100/Purchase 3/4" or Beta.

Child Abuse and Neglect Inservice Training Program produced by the National Education Association.
This training program for teachers, students and parents includes a handbook, filmstrips and audio-cassettes covering the entire spectrum of child abuse and neglect.

Order from: NEA Professional Library, PO Box 509, West Haven, Conn. 06516
Introductory cost: $199.95

Child Abuse and Neglect: What the Educator Sees
This filmstrip and audiocassette presents the physical and behavioral indicators of abuse and neglect that would be most noticeable in the school setting. An excellent filmstrip which takes only 20 minutes to clearly provide the viewer with essential information. Perfect for staff inservice.

Order from: National Archive Trust Fund (NAC), National Audio-Visual Center, Attention: Order Section - PQ Washington, DC
Cost $15.

Cipher in the Snow
A classic film about the effects of emotional neglect. It is the story of a little boy whom nobody thought important. It traces the step-by-step transformation of a very shy little boy who, over the years, was reduced to zero by his family, teachers and friends. Very thought provoking. (23 minute film.)

Order from: Brigham Young University, Media Marketing, West Stadium, Provo, Utah 84602.

Fragile, Handle With Care
This film shows that mental and physical abuse of children is an old but increasing problem. Through reenactment of case histories, the film explores why abuse ocurrs, prevention strategies, effects on the child, and legal considerations. Narrated by Bill Cosby. Available in film or 3/4 inch video cassette.

To preview or purchase at cost, contact: B. S. Herbert Independent Order of Foresters, 100 Border Ave. Ste A, Solano Beach, CA 92075 (619) 755-5151.

Protecting Our Children
This 1/2 hour video tape from *Inside Your Schools,* the American Federation of Teachers television show, talks about abuse the teacher encounters and actions that can be taken by teachers, school and community.

Order from: American Federation of Teachers, 555 New Jersey Ave. NW, Washington, DC 20001. Cost: $10/lease; $30 to purchase.

Victims
This is an unrehearsed documentary narrated by Christina Crawford, which examines the lasting effect of abuse on children by their parents. Personal interviews with children, parents, doctors and convicts give an in-depth look at the problem. An award winner available in 16mm color film or 3/4 inch video cassette.

To preview or purchase at cost, contact: B.S. Herbert Independent Order of Foresters, 100 Border Ave. Ste. A, Solano Beach, CA 92075 (619) 755-5151.

Additional Resources

Included here are just a sampling of the curriculums and materials available which you can use in educating children.

He Told Me Not To Tell by Jennifer Fay and Staff of King County Rape Relief.
This 30 page booklet is a collection of ideas gathered from parents for dealing with the difficult task of talking to children about sexual abuse. It includes activities such as the "What If" game, the "PUSH" game and the "Saying No" game, each of which demonstrates what children can do for themselves.

Order from: King County Rape Relief, 305 S. 43rd St., Renton, WA 98055 (206) 226-5062.

Group Counseling for Children Who Are Abused by Dr. Artie M. Morris-Vann.
This book of activities was developed to help a child who has very low self-image. It deals with the child's concern that he is to blame, his lack of trust for people, and need to understand the abusive adult.

Order from: Aid-U Publishing Company, 17220 W. 8 Mile Rd. Bldg. B Suite 24, Southfield, MI 48075.

Illusion Theater
Illusion Theater utilizes professionals from both the human services field and the performing arts in the creation and presentation of theatrical workers which educate children, teenagers and adults about sexual abuse and its prevention. Their presentation of Touch explains the different kinds of touch from good to bad.

For more information: Illusion Theater, Hennepin Center for the Arts, 528 Hennepin Ave. South, Suite 205, Minneapolis, MN 55403 (612) 339-4944 for resource list and prices.

Preventing Sexual Abuse – Activities and Strategies for Those Working With Children and Adolescents by Carol A. Plummer.
These curriculums (K-6, 7-12 and special populations) is a general program to assist students in preventing sexual abuse. Very good descriptions of the sexual abuse problem and activities to be done in the classroom. These guides give lesson plans and optional activities.

Order from: Bridgework Theater, Suite 3, 113 1/2 East Lincoln St., Goshen, IN 46526. Cost: $5 for each curriculum.

Someone To Talk To - designed by the Clayton County PTA Council and the Clayton County Department of Family and Children's Services.
This is a puppet show for children, kindergarten through 5th grade, designed to be presented in two parts. Part I: Puppets are used to discuss four types of abuse and neglect: physical abuse, sexual abuse/incest, medical neglect and environmental neglect. Part 2: A trained facilitator guides the children in a group discussion about each scenario using puppets to act out or verbalize examples of abuse and neglect.

Order from: Kathryn Flanagan, Clayton County Department of Family and Children's Services, 129 King St., Jonesboro, GA 30236 (404) 478-0295. Cost: $200 includes video, audio tapes and user's manual.

The Child Sexual Abuse Prevention Project: An Education Program for Children

This guidebook for teachers resulted from a project of the Sexual Assault Services in conjunction with the Illusion Theater Company and the Minneapolis Public Schools. Inlcuded are general curriculum guides, responses to students' questions and suggested activities for teaching a sexual assault unit at elementary intermediate, and secondary grade levels. Materials are in a three ring notebook.

Order from: Sexual Assault Services, Hennepin County Attorney's Office, C-2000 Government Center, Minneapolis, MN 55487.

The Safe Child Book by Sherryl Kerns Kraizer. New York: Dell Publishing Co.
Teaches how to protect your children and, more importantly, how to teach them to protect themselves. It deals with the prevention of abduction and sexual abuse of children ages 3 to 12. A non-threatening, straight forward manner without jargon or scare tactics.

What Everyone Should Know About Child Abuse
What Everyone Should Know About Child Sexual Abuse

These two concise publications are excellent background pieces for use with teachers, parents, and the general public. They explain causes, types, and effects of abuse and sexual abuse.

Order from: Channing L. Bete Company, Inc., 200 State Road, South Deerfield, MA 10373 (800) 628-7733.
COST: 100-199 Copies: $ .39 each plus shipping
200-299 Copies .36 each plus shipping
300-499 Copies .34 each plus shipping

Miscellaneous Materials

Kidsrights Catalog contains a wide variety of books, prevention curriculums, professional training programs, and audiovisuals materials.
To receive a free catalog write:
120-A West Fifth Ave.
PO Box 851
Mount Dora, FL 32757.